

STRUCTURED PROGRAM ASSISTANT

KIND OF WORK

Paraprofessional classroom training and/or lead work.

NATURE AND PURPOSE

Under general supervision, designs and delivers structured, developmental training programs to patients/residents to reduce individual dependencies and to decrease inappropriate behaviors using a variety of teaching techniques; performs related work as required.

EXAMPLES OF WORK (A position may not include all the work examples given, nor does the list include all that may be assigned.)

Evaluates the functional levels of patients/residents to determine training needs through administration of standardized and non-routine developmental achievement test instruments; provides guidance to other paraprofessional staff in test administration.

Plans educational, therapeutic and/or vocational training curricula so that individual deficiencies can be eliminated through activities and/or programs designed for one resident or a group of residents.

Delivers classroom training modules to patients/residents through preparation of written lesson plans, development of teaching tools, direction of the work of classroom aides and so on.

Records and evaluates effectiveness of classroom training to measure patient/resident progress and to redirect/modify curricula through design of data collection instruments, daily charting, periodic testing and observation of skills and behaviors against stated program goals.

Feeds, toilets, grooms and diapers patients/residents - or supervises them in performing these activities - to ensure that their health and well-being of patients is maintained and to develop self-care skills whenever possible.

Coordinates delivery of developmental programming to ensure training is delivered in a consistent manner by integrating data, observations and goals with residential staff.

Implements behavior modification and self-care programs for patients/residents so that individual program plans are consistently applied through reinforcement of appropriate behaviors.

Serves as a member of the interdisciplinary treatment team to develop goals and objectives for each patient/resident through analysis of progress/ condition and presentation of alternative therapy recommendations.

KNOWLEDGE, SKILLS AND ABILITIES

Knowledge of:

Mental retardation and behavior problems sufficient to understand the physical and psychological limitations placed on human growth and development.

Developmental achievement test instruments sufficient to administer them to evaluate individual functioning levels and assess training needs.

The principles of behavior modification sufficient to instruct classroom aides in program methodologies and techniques.

Ability to:

Develop activities and programs to eliminate individual dependencies.

Write lesson plans.

Implement social, motor, communications and self-care programs.

Observe and document resident program progress.

Assign, direct and evaluate the work of others.

SPECIAL WORK CONDITIONS

Employees in this class may be subject to unpredictable and hazardous patient/resident behaviors.

Est.: 11/83T.C.: 4/84

Rev.:

Former Title(s): Institution Structured
Program Assistant